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Basic Classroom Environment Checklist 2004-2005

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Date of Evaluation

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Teacher ID #

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Project Name

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AREA		DESCRIPTION	Mark a 1, 2, or 3 response
Classroom Arrangement		1- Room is disorganized, centers are undefined, or room seems dirty. 2- Some areas of room are well defined and organized. Some centers are apparent and there is space set aside for small and large group work. 3- Room is well defined, organized, and clean. Room has Math, Science, Library /Listening, ABC, Construction, Writer's Corner, Creative Station, Pretend and Learn learning centers as well as small and large group areas.	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Classroom Management System		1- Centers are not labeled or labels are not at eye level and there is not space for children's name tags. 2- Most centers are labeled with words or pictures. There are places for children's name tags. 3- All centers are labeled with words and pictures. There are places for children's name tags.	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
1.	Children's Daily Schedule	1- Schedule is visible but in a location that suggests it is not referred to by children. 2- Schedule is visible in the room and is on poster board or in a pocket chart. The schedule is at eye level but does not appear to be used. 3- Schedule is visible in the room and is on poster board or in a pocket chart. The activity is listed followed by a picture of that activity (i.e. circle time followed by a picture of children in circle time). The schedule is at eye level and is interactive.	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
2.	Helper Chart	1- There is a job for only a few children on the chart and the chart is located in an area where children are unlikely to look at it, or there is not a job chart in the classroom. 2- There is a job for several children on the chart and it is at eye level. 3- There is a job for every child on the chart and it is at the children's eye level (words with icons). Jobs are related to classroom needs.	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
3.	Children's Sign-In Sheet	These can be made on the computer, poster board or copy paper. 1- There are no signs-in sheets. 2- There are sign-in sheets from a previous day visible in class or in folder. 3- There are current sign-in sheets in view.	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high

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AREA		DESCRIPTION	Mark a 1, 2, or 3 response
4.	Rules Chart	<p>1- No rules chart is present or a rules chart is present but uses negative language.</p> <p>2- There is a rules chart present but it does not use icons, is not neat, or is not at eye level. Language must be positive.</p> <p>3- These are posted at children's eye level with words, then icons, Neat and clear printing is used (cursive writing is avoided) and a limited number of words are used. Language must be positive.</p>	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
5.	Daily News	<p>This can be written on laminated poster board, chart tablet or dry erase board.</p> <p>1- Current daily news is not visible.</p> <p>2- Daily news is visible, but appears messy or otherwise difficult to read.</p> <p>3- Today's daily news is visible and neat..</p>	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Classroom Labels		<p>1- Material and shelves are poorly labeled or not labeled at all.</p> <p>2- Labels are neat but do not have both icons and words.</p> <p>3- Labels must be neatly printed with icons and be visible on shelves, cubbies, etc. Labeling should happen over time with the children's assistance.</p>	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
ABC Picture Letter Wall		<p>1- A letter wall is not used in classroom, does not have words linked to letters or is displayed above eye level.</p> <p>2- A letter wall is used, is at eye level, and has some words with pictures but not all words have pictures.</p> <p>3- Each word that is placed on the letter wall has a picture after it. Words are printed neatly and are placed at children's eye level, preferably in the circle time or writing center area.</p>	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Posters		<p>1- There are no posters or wall decorations present, they are not eye level, or they do not serve an educational purpose.</p> <p>2- Posters and other wall decorations serve an educational purpose and most are at eye level.</p> <p>3- Posters and other wall decorations serve an educational purpose and are linked to proximal topics. They are placed at children's eye level.</p>	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Portfolios		<p>You will need to use your CIRCLE manual as a reference for this item.</p> <p>1- There are not portfolios for all children or none of the suggested entries are present.</p> <p>2- There are portfolios for all children and some of the suggested materials are present.</p> <p>3- There are portfolios for children and most of the suggested materials are present.</p>	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high

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Children's Work	1- Children's work is not displayed on the walls of the classroom. 2- There are a few samples of children's work but they lack variety or are not at eye level. 3- There is a variety of children's work displayed at eye level around the room.	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Read Aloud Chart	1- There is not a read aloud board in the classroom 2- There is a read aloud board present but it appears unused (i.e. there are no cards or icons in place that correspond to the planned read aloud). 3- Teacher uses a read aloud board with Title, Author, Illustrator and vocabulary cards with icons/pictures. These may be placed in a pocket chart.	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Lesson Plan	1- There is not a lesson plan in the room. 2- There is a lesson plan in the room but it is not posted for visitors to view. 3- The lesson plans are posted in or outside the classroom in a location that is easily accessed by visitors.	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Children's Names	1- Children's names are not seen in the classroom or are seen only once 2- Names are visible in 2-3 places in the room such as cubbies, sign-in sheets, letter walls, management charts, a writing center, etc. 3- Names are visible in four places in the room such as cubbies, sign-in sheets, letter walls, management charts, a writing center, etc.	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Journals	1- There are no children's journals in the classroom. 2- There are journals in the classroom but they are stored above eye level or in another location that would hinder use (i.e. storage cabinet, portfolio). 3- Children's journals are in plain view and easily accessible.	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high
Books	1- There are no books in the classroom or the books present are not accessible to children. 2- There are only a few books in the classroom or the books in the class are confined to a designated reading area. 3 - There is a wide variety of books throughout the classroom that are easily accessible to children.	<input type="checkbox"/> 1-low <input type="checkbox"/> 2-moderate <input type="checkbox"/> 3-high